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RELATIONSHIP BETWEEN PRINCIPALS' ADMINISTRATIVE STRATEGIES AND TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study investigated the relationship between principals' administrative strategies and teachers' job commitment in public secondary schools in Anambra State. Three research questions guided the study and three null hypotheses were tested at 0.05 alpha level. The study adopted correlational research design. The population of the study comprised 7,027 teachers in public secondary schools in Anambra State. The sample of the study was 703 teachers drawn using stratified proportionate sampling technique. The instruments for data collection were titled "Principals Administrative Strategies Questionnaire" (PASQ) and Teachers' Job Commitment Scale (TJCS). The face validation of the instruments were experts, two lecturers from Educational Management and one lecturer from the Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education in Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The internal consistencies of the instruments were established using the Cronbach Alpha which yielded an overall index of 0.81. Pearson Product Moment Correlation Coefficient was used to answer the research questions, while t-test of correlation was used to test the hypotheses. The finding of the study revealed among that there is strong relationship between principals' participative decision-making strategies and teachers' job commitment in public secondary schools in Anambra State. It was also found that there is strong relationship between principals' delegation of duties strategies and teachers' job commitment in public secondary schools in Anambra State. Further result showed that there is no significant relationship between principals' performance appraisal strategies and teachers'

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job commitment in public secondary schools in Anambra State. Based on the findings, it was recommended among others that Ministry of Education develop checklist for principals to use as guideline to improve on their staff performance appraisal to enhance teachers' job commitment.

Keywords: Principals, Administrative Strategies, Teachers, Job Commitment, Decision-Making, Duty Delegation, Performance Appraisal

Introduction

Secondary education provides learning opportunities that prepares learners to acquire essential skills and knowledge that will prepare them for the challenges of the society and further studies. Akhibi and Omenyi (2024) pointed out that secondary education equally provides opportunities for pupils to acquire additional knowledge, skills and traits beyond what is offered at primary school level. One of the key players in imparting knowledge and equipping skills to students at the secondary school level is the teachers. The teachers are responsible for implementing formal curriculum in secondary schools. Thus, the attainment of instructional objectives in the classroom is highly dependent on the teachers' job commitment.

Teachers' job commitment is the loyalty, attachment and devotion of members of teaching staff to discharging their duties to learners, colleagues, parents and school. Teachers' job commitment is described by Akudo (2024), as the degree to which teachers feel dedicated, engaged, and loyal to their profession, their school and their students. It is enthusiasm and willingness of teaching staff to put substantial effort in discharging their work roles and responsibilities. According to Okoye and Onwumbiko (2024), teachers' job commitment is the level of loyalty and responsibility that teachers demonstrate towards their profession, their students and the educational institution they work for. They added that teachers' job commitment is reflected in their passion for teaching, their proactive efforts to meet the needs of diverse learners, and their contribution to the overall goals and values of the educational institution. Teachers' job commitment is the exhibited through positive attitude towards discharging their teaching roles.

Administrative strategies are plan of actions to control the daily operations of an organization. Chukwu, Mokwe and Michael (2024) defined administrative strategies as mechanisms for controlling the affairs of activities to create an appropriate learning process. Administrative strategies are mechanisms put in place to influence of the efforts of staff towards the attainment of set goals. According to Eze, Eze and Ugwu (2023) defined administrative strategies as the various activities and approaches of ensuring that teachers perform effectively in discharging their duties in secondary. Furthermore, Eze et al asserted that administrative strategies include

participative decision-making, open communication, delegating duties as well as provisions for welfare. Ossai (2021) noted that listed administrative strategies to include motivation, participatory decision-making, delegation of authority, monitoring of teachers' activities and performance appraisal. This study adopted administrative strategies to include participatory decision-making, delegation of duties and performance appraisal.

Decision-making is the act of developing, comparing and choosing suitable course of action from numerous alternatives to solve a defined problem. Participatory decision-making is the act in which managers share problems to staff and seeks their thoughts and opinions towards solving them. Amos, Siamoo and Ogoti (2022) noted that participative decision-making is the act of incorporating teachers' and students' views and opinions before making final decisions. Participative decision-making strategies are exhibited through regular meeting with staff, open door policy, committees, consultation and constant feedback.

Delegation of duties is the act of assigning responsibilities with commensurate authority to members of staff to discharge in secondary schools. Olufemi (2022) defined delegation of duties as the devolution of authority and power downwards to the subordinates for the execution of duties and responsibilities of the institutions. Continuing, Olufemi noted that delegation of duties makes the teachers to develop sense of belonging to the school management team and makes them function with a lot of initiative. Akoje and Offor (2024) maintained that no matter the size of the school, whether big or small, the principal cannot execute all the functions alone; he needs to delegate duties to his staff for effective school administration. It is essential to delegate duties to teachers based on their skills and knowledge to achieve optimal results. The delegation of duties to competent staff could improve oganisational efficiency and effectiveness. According to Olaifa, Sani, Olaifa and Adeoye (2024), duty delegation is a process by which a manager, such as a school head, transfers part of his authority to his subordinates for the performance of certain tasks and functions. Furthermore, they expatiated that duty delegation strategies of principals is exhibited by instructing departmental heads to monitor teachers' classroom performance, assigning form masters to enforce school rules and regulations in the school, directing heads of departments to mark teachers' lesson notes, demanding a report of the parent-teachers association (PTA) meeting presided by his vice and also cross-checking departmental head teachers classroom attendance book.

Performance appraisal is the act evaluating the work activities and outputs of staff based on predetermined criteria. According to Asuquo and Akpadiaha (2022), performance appraisal is a systematic process of planning work and setting expectations, continually monitoring

performance, periodically rating performance in a summary fashion and rewarding good performance while poor performance is remedied. Performance appraisal is defined by Mbabazi (2023) as the review of the duties carried out by teachers based set targets. In the same vein, performance appraisal is a process of assessing the workers' output based on set goals, targets, standard procedures over a duration of time. It is means of identifying strengths, shortcomings and overall achievement of teachers in discharging their duties. Performance appraisal provides vital information for planning and making decisions in an organization. Onojetah and Okoye (2021) asserted performance appraisal is used as the basis for a decision about employees' work conditions, including promotions, termination and compensation/rewards. Performance appraisal strategies involve periodic meetings with teachers to assess and discuss their work activities and results at specific period. Unachukwu and Orji (2021) asserted that performance appraisal strategies are the approaches through which the activities of units, sections and teachers are cross-checked and evaluated.

The performance appraisal of staff seems to be regularly carried out by principals in public secondary schools in Anambra State. In the cases where it is done, it is characterized by partiality and favouritism. To buttress this, Unachukwu and Orji (2021) noted that some teachers complain of lack of transparency and fairness when being appraised which make them being denied of promotions and rewards in public secondary schools in Anambra State. The unfairness in performance appraisal could make some teachers feel disappointed or demotivated to carry out their duties. Some principals appear to have work overload and experience job pressure probably due to failure to delegate tasks to teachers. Also, some principals tend to feel that they have absolute authority to make decisions without consideration of the inputs of teachers in secondary schools in Anambra State. Some principals appear to single handedly or handpick very few teachers whom they consider as their preferences to decide in certain instructional programmes that could be deliberated with teachers to generate good alternatives in public secondary schools in Anambra State. The isolation of teachers in essential decisions could make them feel undervalued which might reduce their job commitment in public secondary schools in Anambra State.

Some teachers display negative attitude such as failure to present their lesson, absenteeism, lateness and engage in other activities apart from teaching roles during working hours which may indicate low commitment to their job in public secondary schools in Anambra State. This is expatiated by Okoye and Onwumbiko (2024) who noted that some teachers show little or no commitment in carrying out their assigned tasks through engaging in discussion under the trees having instead of

being in the classroom to teach the students, indulging in acts of gross indiscipline such as lateness to work, absenteeism, sneaking out of school to run their personal businesses and selling goods in school premises in Anambra State. It is on the basis of these problems that the researchers determined the relationship between principals' administrative strategies and teachers' job commitment in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to determine the relationship between principals' administrative strategies and teachers' job commitment in public secondary schools in Anambra State. Specifically, the study sought to find out the:

1. Relationship between principals' participative decision-making strategies and teachers' job commitment in public secondary schools in Anambra State.
2. Relationship between principals' delegation of duties strategies and teachers' job commitment in public secondary schools in Anambra State.
3. Relationship between principals' performance appraisal strategies and teachers' job commitment in public secondary schools in Anambra State.

Research Questions

The study was guided by following research questions:

1. What is the relationship between principals' participative decision-making strategies and teachers' job commitment in public secondary schools in Anambra State?
2. What is the relationship between principals' delegation of duties strategies and teachers' job commitment in public secondary schools in Anambra State?
3. What is the relationship between principals' performance appraisal strategies and teachers' job commitment in public secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between principals' participative decision-making strategies and teachers' job commitment in public secondary schools in Anambra State.
2. There is no significant relationship between principals' delegation of duties strategies and teachers' job commitment in public secondary schools in Anambra State.
3. There is no significant relationship between principals' performance appraisal strategies and teachers' job commitment in public secondary schools in Anambra State.

Research Method

Correlational research design was adopted for this study. The population of the study comprised 7,027 teachers in public

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secondary schools in Anambra State. The sample size of the study was 703 teachers drawn using stratified proportionate sampling technique. The instruments for data collection were titled "Principals Administrative Strategies Questionnaire" (PASQ) and Teachers' Job Commitment Scale (TJCS). The instruments were developed by the researchers based on insight gained from review of related literature. PASQ had 25 items arranged in Clusters A, B and C. Cluster A contained 10 items on participative decision-making strategies, Cluster B had eight items on delegation of duties strategies and Cluster C contained seven items on performance appraisal strategies. TJCS contained 21 items which measure the job commitment of teachers. The items of the two instruments are placed on a 4-point rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively.

The face validation of the instruments were experts, two lecturers from Educational Management and one lecturer from the Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education in Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The internal consistencies of the instruments were established using the Cronbach Alpha which yielded an overall index of 0.81. The researchers together with three research assistants collected data for the study using the direct approach method. A total of 703 copies of the instruments were distributed and 692 copies of questionnaires were properly filled and successfully retrieved, indicating 98 percent return rate. Pearson Product Moment Correlation Coefficient was used to answer the research questions, while t-test of correlation was used to test the hypotheses. For the research questions, the coefficient r and the size of the relationship was interpreted using the correlation coefficient recommended by Cohen, Manion and Morrison cited in Wubante (2020) as follows:

Coefficient	Relationship Interpretation
.00- .10	Negligible
.11- .30	Very Weak
.31- .50	Weak
.51- .69	Moderate
.70- .90	Strong
.91- .99	Very Strong
1	Perfect

In taking decisions on the null hypotheses, if the exact p-value is equal to or greater than significant value of 0.05, the null hypothesis was accepted but if exact p-value is less than significant value of 0.05, the null hypotheses was rejected.

Research Results

Research Question 1: What is the relationship between principals' participative decision-making strategies and teachers' job commitment in public secondary schools in Anambra State?

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Table 1: Pearson (r) on Relationship Principals' Participative Decision-Making Strategies and Teachers' Job Commitment

Variables	n	Principals' Participative Decision-Making Strategies	Teachers' Job Commitment	Remarks
Principals' Participative Decision-Making Strategies	692	1.00	.745	Strong Positive Relationship
Teachers' Job Commitment	692	.745	1.00	

Result presented in Table 1, showed that a Pearson's correlation coefficient (r) of 0.745 was obtained. This shows that there is strong relationship between principals' participative decision-making strategies and teachers' job commitment in public secondary schools in Anambra State. This indicated that improvement on principals' participative decision-making strategies will strongly contribute to the job commitment of teachers.

Research Question 2: What is the relationship between principals' delegation of duties strategies and teachers' job commitment in public secondary schools in Anambra State?

Table 2: Pearson (r) on Relationship Principals' Participative Decision-Making Strategies and Teachers' Job Commitment

Variables	n	Principals' Delegation of Duties Strategies	Teachers' Job Commitment	Remarks
Principals' Delegation of Duties Strategies	692	1.00	.771	Strong Positive Relationship
Teachers' Job Commitment	692	.771	1.00	

Table 2 reveals that a Pearson's correlation coefficient (r) of 0.771 was obtained. This shows that there is strong relationship between principals' delegation of duties strategies and teachers' job commitment in public secondary schools in Anambra State. This showed that increase in principals' delegation strategies will strongly improve teachers' job commitment.

Research Question 3: What is the relationship between principals' performance appraisal strategies and teachers' job commitment in public secondary schools in Anambra State?

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Table 3: Pearson (r) on Relationship Principals' Participative Decision-Making Strategies and Teachers' Job Commitment

Variables	n	Principals' Performance Appraisal Strategies	Teachers' Job Commitment	Remarks
Principals' Performance Appraisal Strategies	692	1.00	.803	Strong Positive Relationship
Teachers' Job Commitment	692	.803	1.00	

Result in Table 3 reveals that a Pearson's correlation coefficient (r) of 0.803 was obtained. This shows that there is strong relationship between principals' performance strategies and teachers' job commitment in public secondary schools in Anambra State. This showed that increase in principals' delegation strategies will strongly lead to teachers' job commitment.

Hypothesis One: There is no significant relationship between principals' participative decision-making strategies and teachers' job commitment in public secondary schools in Anambra State.

Table 4: The Summary of t-test of correlation on the Significant Relationship between Principals' Participative Decision-Making Strategies and Teachers' Job Commitment

Variables	N	Principals' Participative Decision-Making Strategies	Teachers' Job Commitment	*P*-value	∞	Remarks
Principals' Participative Decision-Making Strategies	692	1.00	.771	.000	.05	Rejected
Teachers' Job Commitment	692	.771	1.00			

The result presented in Table 4 revealed that the *p*-value of 0.000 is less than .05. Therefore, since the *p*-value is less the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, there is no significant relationship between principals' participative decision-making strategies and teachers' job commitment in public secondary schools in Anambra State.

Hypothesis One: There is no significant relationship between principals' participative decision-making strategies and

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teachers' job commitment in public secondary schools in Anambra State.

Table 5: The Summary of t-test of correlation on the Significant Relationship between Principals' Delegation of Duties Strategies and Teachers' Job Commitment

Variables	N	Principals' Delegation of Duties Strategies	Teachers' Job Commitment	*P*-value	∞	Remarks
Principals' Delegation of Duties Strategies	692	1.00	.745	.000	.05	Rejected
Teachers' Job Commitment	692	.745	1.00			

Table 5 showed that the *p*-value of 0.000 is less than .05. Therefore, since the *p*-value is less the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, there is no significant relationship between principals' delegation of duties strategies and teachers' job commitment in public secondary schools in Anambra State.

Hypothesis Three: There is no significant relationship between principals' performance appraisal strategies and teachers' job commitment in public secondary schools in Anambra State.

Table 6: The Summary of t-test of correlation on the Significant Relationship between Principals' Performance Appraisal Strategies and Teachers' Job Commitment

Variables	N	Principals' Performance Appraisal Strategies	Teachers' Job Commitment	*P*-value	∞	Remarks
Principals' Performance Appraisal Strategies	692	1.00	.803	.000	.05	Rejected
Teachers' Job Commitment	692	.803	1.00			

Table 6 showed that the *p*-value of 0.000 is less than .05. Therefore, since the *p*-value is less the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, there is no significant relationship between principals' performance appraisal strategies and teachers' job commitment in public secondary schools in Anambra State.

Discussion

The result of the study indicated that there is strong relationship between principals' participative decision-making strategies and teachers' job commitment in public secondary schools in Anambra State. This finding agreed with that of Nwagbala, Ezeanokwasa and Ani (2023) which

revealed that there was strong positive relationship between participative decision making and employee commitment in Banks of Awka, Anambra State. Participative decision-making strategies empower teachers to showcase their ideas and boost their morale which could account for the strong job commitment of teachers. The senses of belongingness feel by teachers who are encouraged to participate in decision making process contribute to the strong relationship with their job commitment in public secondary schools in Anambra State. It was also found that there is no significant relationship between principals' participative decision-making strategies and teachers' job commitment in public secondary schools in Anambra State. This is consonance with the finding of Nwagbala, Ezeanokwasa and Ani (2023) which showed that there was significant relationship between participative decision making and employee commitment in Banks of Awka, Anambra State. Participative decision-making strategies promote collaboration and communication which motivate teachers to remain commitment to their job.

The finding of the study showed that there is strong relationship between principals' delegation of duties strategies and teachers' job commitment in public secondary schools in Anambra State. This concurred with the finding of Amehule (2022) which showed that there was a relatively strong positive correlation between delegation of duties and job commitment of employees. This affirmed the finding of Kiiza and Picho (2015) which showed that there was weak relationship between delegation of duty and job commitment of staff in the School of Finance and Banking. The possible reason for this finding is that delegation of duties strategies builds a culture of trust and opportunity of professional development which could boost the morale of teachers to exhibit strong job commitment. The delegation of duties to teachers makes them feel valued which could motivate them to strongly improve their job commitment. Further result indicated that there is no significant relationship between principals' delegation of duties strategies and teachers' job commitment in public secondary schools in Anambra State. This is in line with the finding of Amehule (2022) which showed that there was a positive significant correlation between delegation of duties and job commitment of employees. This is also in agreement with the finding of Kiiza and Picho (2015) which indicated that there was significant relationship between delegation of duty and job commitment of staff in the School of Finance and Banking. The delegation of duties to teachers provides opportunity for them to face different challenges to discover their abilities and improve their knowledge which could boost their morale to significantly exhibit high job commitment.

It was indicated that there is strong relationship between principals' performance appraisal strategies and

teachers' job commitment in public secondary schools in Anambra State. This supported the finding of Uchenna, Agu and Uche (2018) which showed that there was strong relationship between performance appraisal and employee job commitment. This also affirmed the finding of Narayan, Janga and Nirjana (2022) which showed that there is a positive relationship between performance appraisal and employee organizational commitment. The possible explanation for this finding is that teachers who are aware that their performance is being appraised could improve their job commitment to achieve set targets. The feedback provided to teachers through performance appraisal strategies of principals enable them opportunity to know what to be done to improve their job commitment. It was also revealed there is no significant relationship between principals' performance appraisal strategies and teachers' job commitment in public secondary schools in Anambra State. This aligned with the finding of Uchenna, Agu and Uche (2018) which revealed that there was significant relationship between performance appraisal and employee job commitment. This affirmed the finding of Narayan, Janga and Nirjana (2022) which showed that there is a positive significant relationship between performance appraisal and employee organizational commitment. This further affirmed the finding of Williams, Bojuwon, Onibon and Alabi (2022) which showed that there was a significant relationship between the performance appraisal and employees' commitment. The clarity of work expectations provided to teachers through performance appraisal strategies of principals could account for the significant relationship with their job commitment.

Conclusion

Based on the findings, it is concluded that there is strong positive and significant relationship between principals' administrative strategies and teachers' job commitment in public secondary schools in Anambra State. Principals' administrative strategies of participative decision-making, delegation of duties and performance appraisal allow teachers bring perspective to their work and have knowledge of areas of their duties to exhibit more commitment in in public secondary schools in Anambra State.

Recommendations

Based on the findings, the following recommendations were made:

1. Principals should organize periodic meetings with staff to give them opportunities to participate in decision-making for improving teachers' job commitment.
2. Ministry of Education develop checklist for principals to use as guideline to improve on their staff performance appraisal to enhance teachers' job commitment.
3. Efforts should be made by Post Primary School Service Commission to organize

annual staff professional development programme on delegation of duties for principals to enable them effectively assign tasks in a way to improve teachers' job commitment.

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